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ABSTRACT

A collection of essays, book reviews, conference reports, poetry, and prose is presented. The collection first provides excerpts from articles and poetry presented at the Rural American Women (RAW) conference. Among other topics, these articles consider a vocational training program for economically disadvantaged women in eastern Tennessee; a cooperative, self-help organization established in Greensboro, Alabama; and the funding of programs for older, nontraditional students at Moberly Junior College (MO). Next, essays by Doris A. Meek and Irene Tinker discuss the proceedings and ramifications of the Official World Conference of the United Nations and the Non-Governmental Mid-Decade Forum, which were held simultaneously in Copenhagen in July 1980. Three brief reports follow, examining attitudes toward affirmative action and funding for women's programs under the Reagan Administration; the characteristics of successful women administrators; and the Texas Student Information System. Three additional essays are then presented: (1) Eleanor B. Schwartz's discussion of women in management; (2) Joyce B. Unger's assessment of women's reentry programs; and (3) Mary Sue Koeppel's description of a self-assessment system to be used in placing women students. The collection concludes with reviews of books written by women authors and a selection of feminist poetry and prose. (JP)

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American Association of Women in Community & Junior Colleges ~ A Council of the American Association of Community & Junior Colleges

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March 1980

One of my special reentry students stopped by my office this morning and picked up a copy of last year's AAWCJC Journal. We began to talk about the bleak outlook for women: cutbacks on social programs, including Affirmative Action; future of ERA; directions for human rights.

She was more bouyant than I. So I asked her to share her bouyancy:

> Women have increased their choices and opportunities to a degree that would have been inconceivable in other centuries--and are now in other countries. We can feel as proud and as secure as anyone in those gains. And that's the joke.
>
> All rights and liberties exist only when they are constantly guarded and when the frontiers of opportunity and freedom are being pushed forward. No one has more security than that.
>
> Therefore, I urge you to enjoy and maintain what rights and rewards we have so far won, and to continue the joyful battle--with or without Reagan et al. I urge you to expand our options and make sure they are open to all women.
>
> We are part of an ongoing, long revolution. Long may it grow.

Thank you, Tam Denham. Thank you, Reentry Women.

ARP

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RURAL AMERICAN WOMEN

Many of us in AAWCJC live in metropolitan areas of 100,000 or more. It is hard for us to imagine living and working in a town of a few thousand--to be concerned about the land, the farms, the co-ops, to work with the rural poor with few cultural and educational institutions to turn to. Yet it is the rural and small town women in many ways who represent the backbone of America. Here are our roots and here in times of crisis we may return.

According to Jane Threatt, the director of Rural American Women (RAW), "the power is going to be in rural America." Ms. Threatt's work is described in Luetta Howard's article. RAW, to Ms. Threatt, means a voice for rural women, women who have never felt a part of an organized group. She defines the RAW organization as the spokesperson for rural women's concerns. It is not an organization to guide but one to listen. It is not to show rural women <u>how</u> but to help them join together and act.

Included in this Journal are articles and poems from publications that rural American women put together for a Conference Toward Emerging Leadership in Gatlinburg, Tennessee. Following excerpts from these publications is a description of a program at a small rural college. A resource list of community college programs for rural and small town women concludes this section of the Journal.

The Editor

WE FROM RURAL AMERICAN WOMEN

treasure our country —
- its youthfulness
- its beauty
- its fertility
- its energy;

believe in our women —
- their courage
- their strength
- their love
- their vision
- their perseverence;

hope for a future where rural women can —
- give some direction
- be a vital link in bettering conditions
- activate their energies towards the land, its people, its rural communities.

We are working for these ends.

"WE'RE GOING TO BE POWERFUL"

By Luetta Howard

She was reared in a city. She now lives in the most powerful city in America. Yet, Jane Threatt's heart is with the rural women of this country.

Threatt is founder and president of Rural American Women, a national advocacy association of rural women which she founded in 1977 in Washington, D.C.

"(Farm) women...have given this country their sweat and blood," she said at an interview during this weekend's regional convention.

But, she added, rural women suffer from a "lack of visibility." She hopes RAW will change that.

Threatt grew up in Greenville, South Carolina. "My parents did not have anything much when we were growing up," she said. "If I had anything, I had to earn it."

One of four children, Threatt was able to get a job in Washington, D.C. In 1963, she worked for Senator Olend Johnston of South Carolina. However, he died shortly after she moved to Washington.

"Sometimes I think he gave me the job just so he could die," she joked.

After living in Washington for a number of years, she saw urban life as a threat to American stability. "The country is becoming more detached," she said. Traditional values, such as self-reliance, close family ties and cultural heritage, can only be found in the rural areas of America.

The reason she located RAW in Washington is that the policy makers in the White House and in Congress are available.

"We're going to be powerful," she predicts. And the reason why is that only rural America can solve the nation's energy and food needs. International politics will also spur the political growth of rural women, she said, because "our foreign policy is food."

"Women in rural America are becoming aware of their power," Threatt said. But rural women still must solve their own problems of health, transportation, communication and economics, she believes.

"The idea is to give rural women the chance to re-educate urban America," she said. Rural women are self-sufficient and they don't need to depend on the government, she added.

IT'S TOO LATE NOW

By Billie Jean Young

Too long it took to find myself, hidden
beneath the rubbish of three decades, an
illegal garbage disposal for all the myths
and misconceptions you tossed out your
window on me, WORLD.

You can't have me back.

Too long the rank smell of garbage has
lingered on, and I am still careful to
douse it with the cologne of my own
self-awareness made from gardenias that
sprouted in a garbage can.

Too long I lay in your arms, WORLD, amidst
the junk in the garbage dump, waiting for
some kind junk dealer to whisk me away --
to bring me to myself.

And nobody came. But me.

So you can't have me now, WORLD.
Nor kind souls who ramble among junk
for hidden treasures.

I found myself.. By myself. And the
treasure is mine.

It's too late, now.

A WOMAN'S PLACE IS . . .

By Nancy Compton

"A woman's place is not only in the home, it's under the porch, on the roof and in the attic." These are the words of Mary Anne Cabage, director of a women's carpentry-skills program in eastern Tennessee, as she addressed the Southeastern Regional Conference of RAW in Gatlinburg, Tennessee.

This CETA-funded project, administered by the Douglas Cherokee Economic Authority, is making a big dent in the areas's high unemployment rate for women--15 percent. According to Cabage, the non-traditional work program provides construction training for economically disadvantaged women, preparing them for future jobs with private construction firms. The training involves classroom instruction, physical fitness to develop upper-body strength and personal development skills as well as hands-on experience.

Furnished with tools and safety equipment, the women are put to work remodeling, repairing and building public facilities such as senior-citizen centers and public schools. They work four ten-hour days a week--a schedule that allows them a free day each week so they can meet their special needs, such as medical and personal appointments for themselves and their dependents. The four-day week also helps conserve energy, since the women spend one less day traveling to and from work.

The program currently serves 30 women construction trainees. They work in teams of five and each team is assisted by one supervisor. Trainees without a high school diploma are paid to attend adult education classes three hours a week.

Non-traditional jobs such as those in the building trades provide women with more employment options, providing job security and higher wages, Cabage said. "They have a chance to become lady carpenters--not carpenters' ladies."

CO-OPing THE SYSTEM

By Aurora Lozano

There is a quiet revolution going on in this country - a revolution of co-ops, according to a film presented by Mildred Black, manager of the Greene-Hale Sewing Co-op in Greensboro, Alabama.

Black presented the film, "The Quiet Revolution" on Thursday, November 29 at the RAW Conference.

Co-ops are organizations of people helping themselves solve problems such as housing, the high cost of living, employment, and energy.

An example illustrated by the film is a group of women in rural Alberta, Alabama who sew quilts and other novelty items and sell them together to various markets. In this way, the co-op is providing jobs for skills which the women already possessed.

Also representing the co-op movement was Billie Jean Young who entertained the audience with a dramatization of her own poem, "Hussy Girl."

Both the Greene-Hale Sewing Co-op and the Freedom Quilting Bee are members of the Federation of Southern Cooperatives, an advocacy and technical assistance group located in Epes, Alabama which renders service to its member organizations in ten states of the rural south.

FINANCING PROGRAMS AT A SMALL RURAL JUNIOR COLLEGE

By Charlene Schillie

Moberly Junior College was founded in 1927 and is located in North Central Missouri, 32 miles north of Columbia. Recent enrollment figures show a total unduplicated headcount of approximately 950 students.

To meet the new and emerging needs of a variety of persons in the community, three new programs have been implemented within the last year: A Vocational Evaluation Center, Project Reentry and Adult and Community Education.

Funding assistance for implementation of the Vocational Evaluation Center and Project Reentry was provided by the Division of Career and Adult Education, State Department of Education, Jefferson City. Although some state funding is available for certain courses in Adult and Community Education, a cost-recovery system is used in establishing the budget. Since implementation funding from the state is generally greater the first year (challenge grant philosophy), it is necessary to consider alternative funding possibilities.

The Vocational Evaluation Center was designed to evaluate participants for aptitudes in fourteen vocational categories. Persons eligible for evaluation include referred students from high schools in the Area Vocational-Technical School sending area (nine schools) and referred college students. In addition, referred participants from social service agencies are eligible according to Program guidelines. In order to partially recover costs, a fee of $50 per day ($100 for two days, $125 for three days) is being charged to social service agency participants. It is possible that a fee may have to be assessed in the future to other participants. An indirect benefit to the college, of course, is the possibility that participants evaluated may become students at the college.

Project Reentry, the college's displaced homemaker program, began September 1, 1979, and during the first six months of operation, served 113 clients. Because of the initial success of the program, it was re-funded through Division of Career and Adult Education, Special Vocational Services. Of the annual operational budget of approximately $35,000, 19.5 percent is college-match. Line items covered in the budget include salaries for one full-time counselor, one part-time project director, and part-time secretarial assistance; travel allowances, office supplies, instructional materials, and facility rental and overhead.

Through resourceful Program personnel, additional services have been made available to clients. These include:

--CETA funded programs to train nurse aides and medication technicians

--Special seminars in cooperation with local chapters of Altrusa, AAUW, and the League of Women Voters

--Establishment of low-cost adult and community education courses based on needs assessments of Project Reentry clients

--Utilization of college services such as Job Placement, Vocational Evaluation, Financial Aids, etc.

--Assistance with enrollment in regular vocational and academic college programs

An Adult and Community Education Program has been implemented, primarily as the result of needs assessment surveys, and is in the second year of operation. Four categories have been established for organizational purposes, as follows: 1) Non-college credit, vocational, 2) Non-college credit, avocational, 3) College Credit, off-schedule, and 4) Seminars, Workshops, and Clinics.

There is virtually no funding available for the non-college credit, avocational, and except for Aerobic Dancing and Exercises, this category has been the least popular. Although there is generally no funding for the Seminars, Workshops, and Clinics, these are generally co-sponsored, which means the expenses are shared. Funding is available in the other two categories of the Program.

For further information, brochures are available.

SOME COMMUNITY COLLEGE PROGRAMS FOR RURAL AND SMALL TOWN WOMEN

Dr. Caroline Helms
Abraham Baldwin Agricultural College
Tifton, GA 31793
912/286-3257

Dr. Diane Shepard
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Dr. Marie Nowa Cowski
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Katie Soles
Marien Park Technical Institution
Fond du Lac, WI 54935
414/922-8611

Lori Schmidt
Nicholette College
Rhinelander, WI 54501
715/369-4456

WORLD CONFERENCE OF THE UNITED NATIONS FOR WOMEN AND THE MID-DECADE FORUM

By Doris A. Meek

There were two conferences on the Decade for Women occurring in Copenhagen in July, 1980; one was the official U.N. World Conference of the United Nations and the second, running concurrently, was the non-governmental conference, the NGO Mid-Decade Forum. A brief description of the nature of each follows:

U.N. CONFERENCE

The U.N. Conference was called to mark the fifth year of the U.N. proclaimed Decade for Women launched in 1975. In preparation for this conference 86 governments and various U.N. related agencies responded to a questionnaire about women's status, and a number of reports were prepared in the theme areas of "Equality, Development and Peace" as well as in government planning and politics. The two-week convention appraised the progress of women, toward the 14-point global plan of action adopted at the 1975 Conference in Mexico City and to the future by focusing on setting new or revised goals to 1985. A major objective of the revised plan was to integrate women's concerns into individual countries national development plans. Charlotte Bunch stated, "The documents reveal that while women's status in the United States has improved slightly in a few areas such as antidiscrimination legislation, and while women's rights have gained greater recognition internationally, little active change has been brought about in women's daily lives." Over 2000 delegates were chosen by the governments of the U.N.'s 146 member nations. The delegates' actions, votes and resolutions directly represent their government, consequently Copenhagen will reflect the political tensions of competing state powers and will be (were) used both internationally and domestically by governments to promote their own images and needs."[1] The International Press tended to highlight these incidents.

The 37 United States delegates, who were jointly selected by the State Department and the White House, were led by Sarah Weddington, Assistant to the President, and Donald McHenry, Ambassador to the United Nations. Judy Carter, the President's daughter-in-law, was also one of the delegates. Prior to the conference the State Department, in cooperation with the Women's Bureau and the Employment and Training Administration, U.S. Department of Labor, conducted a series of Regional Conferences for Women focusing on the subthemes of employment, education and health.

N.G.O. MID-DECADE FORUM

The participants in the second conference representing women's organizations around the world attended the Non-governmental Mid-Decade Forum. Those attending the N.G.O. Forum were representatives from such groups as Amnesty International to World YWCA. Many were responsible for their own expenses even though fundraising activities were sponsored by the organizations

and the U.N. The Board of the American Association of Women in Community and Junior Colleges appointed me the official representative (without funding) and invited me to submit an article on the Conference.

GOALS

The Copenhagen events were scheduled at mid-point through a period from 1975 to 1985 proclaimed by the United States as the Women's Decade. The U.N. Conference subtitle was "Equality, Development and Peace." The goals of both Copenhagen meetings were to alleviate the problems of the world's women in the areas of health, education and employment. In addition, in recent months the following items were added: The rights of Palestinian women, women under apartheid and women as refugees.[2]

The women attending the forum developed their own programs in evaluating the progress in bringing equality in the world and focused on what needs to be done. The Forum gave feminists a chance to use the conference for international exchange and learning and the discussion resulting provided a beacon for the future directions of women worldwide.

STATISTICS ON WOMEN

U.N. posters announcing the conference noted that women make up half the world's population but perform two-thirds of its work, receiving one-tenth of the world's income and owning one one-hundredth of its property. Middle-class women have made some educational gains but the gains have not been matched by an increase in suitable jobs. Female illiteracy rates have increased in less developed countries, and the introduction of advanced technology has taken jobs away from women and often imperiled their health. The current world economic crisis has affected women more seriously than men, increasing their unemployment and cutting back on essential services such as medical and day care.

U.N. AND N.G.O. OFFICIALS' STATEMENTS

Mr. Kurt Waldheim, in opening the U.N. Conference, warned of stagnation in efforts to establish a new international economic order and said that if progress was to emanate from the ordinary people, as it must, it must come from women as well as men.

N.G.O. Conference President Edith Ballantyne, in opening the N.G.O. forum, indicated that women cannot be satisfied with the goals women have achieved since 1975 in equality, development and peace, but raised the challenge to women to "redefine the direction of our work."

Lucille Mair, the U.N. Conference Secretary-General, sees the Copenhagen conference as "pressing for a concrete shift in development aid and also establishing the right of women to enter the world's economic and political arenas and insist on being heard." She stated that there has been a momentum which has had a multiplier effect. Women make contacts and the spinoff is dynamic and tremendous.

Elizabeth Reid, Deputy Secretary-General of the Conference in chairing the N.G.O. Forum plenary session said she was highly skeptical of "reformists" who see the achievement of equality as lying in the appointment of more women to top jobs or the attainment of more money or status for certain groups. She added, "the root cause of inequality lies deep in the cultural consciousness and it is no use applying a bandaid mentality to the problem. The strategies that we adopt must begin to undermine the culture that creates the subordinate position of women; equality is too often interpreted in a way that acepts the given world as it is. And within this world women are to be like men. Women should not aim for that sort of equality. Real peace means an end to violence and conflict. Women face violations of their personality, of their personal space, their bodies, psychological and economic independence. The true concept of peace is not that we are doves of the world, keeping branches in our mouths because we have nothing to say. Peace is what happens to a woman's total environment."

Bella Abzug, U.S.A., speaking at the N.G.O. Forum second plenary session, suggested the establishment of a planning subgroup to write up the forum's proposal to the U.N. Conference in such a manner that they coincided with the World Plan of Action for the implementation of the objectives of the International Women's Year. In addition, Bella, in her forthright manner, questioned, "Why shouldn't 50 percent of the staff of the U.N. be women?" Since 1975 the percentage increase of women employed in U.N. professional grades has been increased from 16.9% to 18.22%. The percentage of women in clerical (general services) grades amounts to 69.8% of the overall staff at that level.[3]

FACILITIES

The main conferences were held in two different locations which the Forum 80 (the daily newspaper) commented upon as follows: "If the Bella Centre (the name of the Danish convention building where the U.N. Conference was held) has something of aviary about it, Amager (the University of Copenhagen where the N.G.O. Forum was held) is unmistakenly a beehive. The aviary feel of the centre is architectural and entirely appropriate for high flying U.N. potentates and national debates; at Amager it is the buzzing that evokes the beehive atmosphere, the apparent confusion, the unmistakable vitality. One has the feeling that all the bees are queens."[4]

The U.N. Assembly Hall was impressive with the symbols of the U.N. and the symbol of the Women's Movement highlighted on a curtain of pale blue. Rows and rows of desks with names of all the participating countries circled the room with translation headphones readily available. "The public" had a very small section roped off which necessitated an onlooker to arrive an hour or so before the session to stand in line for security checks and to obtain a pass--if there were seats. In the public section in the far corner of the room it was difficult to follow the action up in front. Also the public was not given an agenda so such items as "opening session" or "continuation of the general debate" could bring forth the actions you may have read about in the press--Arab Women's delegation walk-out, the Palestinian protest, but not hear or read

about the developing nations reporting on their educational, health and employment programs for women. In addition to the General Assembly, lectures and seminars were presented by the Danish government in the smaller auditorium on Health, Education, Employment and general aspects of Equal Status.

Copenhagen University Centre, Amager, was used as the main conference center for the N.G.O. Forum. It was located two to three miles away from the U.N. sessions at the Bella Centre. Many smaller conference rooms seating 35 or so were available plus one large room with translation facilities. Display areas for materials brought by the non-governmental representative, a bookstore and two cafeterias--one for hot food, one for cold were also available. Sessions were also held at the Police College and the Royal School of Librarianship where translation facilities were available. Most of the action occurred at the Amager site so it (indeed rightly) could be called a "beehive." The halls were filled with women, many in native dress, with corridors crowded with exhibits and displays of posters and materials from countries around the world. One needed an up-to-date map of the world to identify the many new developing nations who participated.

N.G.O. PROGRAMME

SPONSORS OF ISSUES

Each session scheduled at the Forum was presented by a non-governmental organization. Consequently the kaleidoscope of choices and the variations of presentations of the themes "Equality, Development, and Peace" were mind-boggling. A few examples of sponsors were American Friends Service Committee, UNICEF, Overseas Education Fund-Spanish, Columbian Youth Movement, World Peace Council, Women's Studies International, Religious Women Coalition, International Planned Parenthood, International Federation of Business and Professional Women, World Council of Credit Unions, Women's Club of Jamaica, Zonta International, Association for Women in Psychology, National Council of Negro Women, World YWCA, American Association of University Women, World Union of Catholic Women's Organization, Women's Revolutionary Socialist Movement; Association for Women in Science; U.N.A. San Diego; Vivencia-International, Women's Tribune Centre, World Council of Churches, and Women's Studies International.

VOCATIONAL TRAINING, CURRICULUM DEVELOPMENT - One Session

To better give an example of how the sessions were carried out, a brief review of one of the series of three sessions on this topic sponsored by the World YWCA follows:

The session started with a slide presentation by Chai Wan Suh on "Non-traditional Jobs for Women in Korea." This project was the direct outcome of a survey conducted by the YWCA in 1975 during the International Women's Year. This survey indicated that while women constituted 40 percent of the labor force in Korea, they were primarily employed as unskilled laborers or clerks with little opportunity for advancement and excluded from training programs which were offered to men.

The project took women out of unskilled, low-paying jobs (a total of 600 when project is completed) and trained them in three occupations: wallpapering, tile laying and painting. The Seoul YWCA and Kwangju Women's Home were used as dormitories to house the trainees during their training period. A grant from USAID in Korea made the project possible. A selection and training program was instituted and was successful because of the excellent teachers recruited who obtained onsite construction projects for field experiences. To date 362 women have completed the course, received certificates and have gone back to their own hometowns and have found jobs. The change of attitudes of the women toward themselves and the attitude of men on the jobs changed as a result of this training. There is a shortage of construction workers in Korea so employers welcome women workers who are trained.[5]

The discussion that followed the presentation was one of the highlights of the N.G.O. Forum since there were representatives from 25 countries including Sierra Leone, Gambia, Ghana, New Hebrides, Zambia, Australia, Italy, India, Canada, U.S.A., Africa, Denmark, Philippines and Lebanon. Sala Chandor of New Delhi, India, presented problems she faced in trying to fit training programs to village needs in the surrounding rural areas. Eighty percent of the women in India are in rural areas. The speaker from Lebanon presented a YWCA training program of "equal pay for equal work" and cautioned us on the need to keep a constant link with the labor market. She spoke of the need to continually offer upgrading opportunities for i.e., dressmaker leading to pattern cutting and design or to dental assistants to managerial skills and knowledges.

Group discussions followed and questions were asked on whether all vocational education courses were directed to only the subordinate roles for women? What about income producing jobs for illiterate women? Where are the new job possibilities? The representative from Australia stated that there are no women in politics so we need vocational education for these women, too! The representative from Gambia spoke of the lack of sufficient canning materials to preserve the produce produced. She stated that when the tourists were buying tie dyes all the women started overproducing tie dyes! The representative from Denmark indicated a serious unemployment rate for women ages 20-25 in Denmark due to the fact that many had completed general education but had not entered any vocational training programs because the majority of the programs were for men. The representative from Lebanon stated they needed men to elect women or they could not obtain political office. Do any of these problems sound familiar to the concerns of American women?

SUGARPLUM FAIRY LAND

A review of the Copenhagen experience would not be complete without a brief comment on the excitement of the city, the feeling of a vigorous people presenting an opportunity for the world to enjoy themselves. The Stroget or extended esplanade of shops and action was the center for a Women's Reception Evening. Restaurants provided special menus, band played, i.e., the Edmonton Girls Bank from Canada, children danced, i.e., the Iraqi dancers of the National Troupe for Folk Arts, the puppeteers sold their wares, the soft ice cream machine

spouted out delicious cones, and art displays were held. The real Fairyland of the Tivoli charmed the residents and visitors with a magical center for music (concert and jazz bands), shows (have you ever seen a dog soccer game?), entertainment, all types of restaurants and foods and a lighted fantasy in the evening. In addition, the friendly Danish people, many of whom spoke English, opened up their homes for delegate housing.

SUMMARY

The many, many other sessions on refugee women--uprooted woman's dilemma; health--UNICEF call to end female circumcision; population stabilization--fifty percent of Third World Women now want no more children; religion --why the masculine language used to express God; each session concerned with specific areas within the 1975 plan of action or with recommendation for change for 1985. The above remarks are but a tiny bird's-eye view of the whirling, dynamic discussions and yes, the confrontations that occurred in Copenhagen.

RECOMMENDATIONS

1. Search out your community, organizational or official delegate and schedule a fall women's mini-conference in your own college on the 1980 U.N. Decade for Women Revised Plan of Action. We are sisters throughout the world, and we must broaden our vision to strengthen our alliances globally if we hope to combat the facric of today's constrictive economic, political and social trends.

2. Start planning now to offer an AAWCJC session on Women's Community College Education in the 1985 Forum or Co-conference.

3. Develop sufficient political power to influence the recommendations for women delegates conversant with the community college movement whom we want our government to select to represent us at the 1985 U.N. conference.

4. Lastly, start planning so you too can attend.

ENDNOTES

1. Bunch, Charlotte "What Not to Expect from the U.S. Women's Conference," MS July 1980, p. 80.

2. WIN, Women's International Network News, Vol. 6 No. 2, Spring 1980 Fran Hoskins ed., 187 Grant Street, Lexington, Massachusetts 02173, p.3.

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A FEMINIST VIEW OF COPENHAGEN

By Irene Tinker

The World Conference of the United Nations Decade for Women, which was held this past July in Copenhagen, allowed the international debates on trade, development and politics to dominate to such an extent that such feminist delegations as those of the United States, Canada and Austrailia were compelled to vote against the World Programme of Action. This program is meant to serve as a blueprint for improving women's economic and social position around the world. References legitimizing the PLO forced the US negative vote. This confrontation over the Palestine issue spilled over into the NGO Forum, sending out waves of anti-Semitism.

To be fair, there were positive aspects to both meetings. A series of strong resolutions were added to the World Programme of Action by the official conference. The Forum abounded with dynamic women of every creed and country, stimulating new ideas and building new networks. But at what cost--not only in money but in world opinion! I think women must look for new methods of influencing UN and world opinion, and seriously question what purpose a repetition of a women's conference such as this one or that in Mexico City would serve.

The major problem with holding another world conference rests on the fact that women take such matters very seriously--but men do not. Most women in Copenhagen--delegates and individuals--wanted to discuss issues relating to women: the growing shortage of fuelwood in many developing countries; the double issues of too many children and too much infertility; the problem of credit for women's groups and women's industries; the burden of the "double-day" in every country; the impact on women of the spread of multinationals to less developed countries; the support systems--and lack of them--for aging women; the limited amount of research on women in history or women in the future; the role for women in primary health care as new delivery systems evolve.

In fact, women wanted to discuss life and hope and tomorrow. The challenge, success and inefficiency of the NGO Forum was the plethora of women's groups; there were so many tunes and tempos that the too frequent result was simply noise. The problem that presents itself is simple: how do you take one tune and encourage variation at the same time eliciting orchestral support?

In Mexico, the International Women's Tribune focused primarily on development issues. One reason was the situation of the conference in a developing country. Secondly, the women's movement was newer, less diverse, so that those going to Mexico were willing to focus on issues raised in the Plan of Action. Physically, the Tribune was cohesive. It offered three large auditoria, replete with translation equipment, and a loggia surrounding them, where participants easily met, grouped, yelled, or rested. In Copenhagen, the setting was a

sprawling university building with many small classrooms, no central meeting place, and only one room equipped with translation facilities able to hold 200 persons. The larger auditorium was a bus ride away, which meant a commitment of the morning or afternoon to go and attend. At this auditorium there were major speakers and interpretation; the atmosphere was more lecture and less discussion, and there was minimal opportunity to catch and talk to the speakers before they disappeared back to the official conference or melted back into the Forum.

Every day for ten days there were three sessions of panels at the Forum. Some panels had been in the planning stage for months, others were conceived the day before, or the hour before, but all these groupings--perhaps as many as one hundred a day--tended to separate, and disperse the participants. Titles often flagged "developing" issues as opposed to "developed" issues; attendance at many was North American and European only. Given the frustration of delving deeply into issues, the predominance of simplistic ideological "solutions" comes as no surprise. The Forum was an exciting intensive course in real politik rather than the substantive interchange it was to have been.

The official UN conference was naturally even more dominated by world politics. The inclusion of agenda items on Palestinian women and Women under Apartheid guaranteed that. The commitment of the women delegates to discuss substantive issues resulted in many exemplary resolutions being added to the Programme of Action. Of special note are those reminding the national and international planning committees on the Water Decade to include women and women's issues, or the resolution for added organization support of rural women the world round.

For anyone who has attended other world conferences in this consciousness-raising series, neither the politicization of the official conference nor the diffuseness of the NGO activities comes as any surprise. These meetings are at best the imperfect breed, you say. And I agree. But with women's conferences, the negative aspects seem to me to outweigh the positive ones for two major reasons.

First, the male establishment does not take women seriously. Neither the U.S. State Department, nor the UN Secretariat, now the Group 77, gives any standing in their priorities to women's issues. Hence, at the official conference there are no negotiating positions. No government or group really wants anything for women enough to compromise on other issues. Women's conferences, therefore, reflect the United Nations at its worst. Few countries send their first string players; those that can toss words around and understand the nuances of the game. The women delegates are caught between programmatic interests which they understand and diplomatic positioning derived from hundreds of previous conferences in which they played no part.

These UN women's conferences are in effect stacked against women. Once the debate moves to the New International Economic Order (NIEO) the issue is no longer "women's special needs" but rather nationalist demands and desires of women as citizens. That twist automatically changes the conference from a unity

trip to an international debating society. The conference may dress up the issues in women's terminology but the votes are controlled by the underlying NIEO debate.

Since women lack power in most nations and certainly in their diplomatic services, they seldom are given opportunity to take part in the other fora where the NIEO is debated. Women ought to be allowed to participate in a continuous way in the important and aggravating debate on the New International Economic Order, not confined to a five-year cycle of appearances. They must insist that the issues of women's special needs are inserted in every relevant debate: women and food production at the Food and Agriculture Organization meetings, women and multinationals at the International Labor Organization and UN Industrial Development Organization conferences, household energy needs of women at the next big conference on New and Renewable Sources of Energy.

Secondly, the world press does not take women seriously. Because women care and because women's participation in UN meetings is rare, the press comes ...and makes fun. Few in the press understand, much less follow, UN debates. When they see women seeking instructions from home, they laugh at the women--though men do it all the time. When they see Black American women siding with the African and Arab delegations to support the Palestinian Liberation Organization against the official U.S. position favoring Israel, they interpret the increasing isolation of the U.S. position in terms of trivial domestic politics. When they hear of the Cuba-India alliance, the press dismisses this power shift as sandlot politics just as the world press ignored the implications of the Mexico Declaration from 1975 when Zionism was for the first time added to the list of negative characteristics along with racism, imperialism and colonialism.

I am tired of seeing women set up by the UN and ridiculed by the world press. I am tired of newspaper accounts which trivialize women's conferences. But we women need to face reality too. Storming the UN conference may make good press, but it is ineffective. Holding women's conferences by men's rules or men's issues is a no-win situation. We can take women's specific issues to men's specific conferences. And we should. For women are part of all the crucial issues of the Third Development Decade. In some areas, women's interests are identical with men's: in peace or in international trade. In other areas women's responsibilities or occupations have given them differential issues. Whatever the topic, we should be there.

But women have benefitted from international networking. We ought to be able to create new types of assemblies where women's special concerns can be discussed. Perhaps women's caucuses on food or on health might be formed at the UN meetings, then after a few years come together to assess the response of each nation and the United Nations to the demands and requirements of women. Or a tiered series of national, regional, and international meetings might be arranged where topics of development or social change are debated and added to, level by level.

We women claim to have qualities unique to our sex that make us more compassionate leaders. It is perhaps the contrast between those claims and the "cacaphony" exhibited when we try out the male games that makes us ridiculous in the eyes of the press. Let us improve our network, sharpen our tactics, develop new strategies, and demand that women's issues receive equity in the New Development Strategy.

Looking at the world
Through paradoxical glasses
Looking for candescence
Only to find life's ashes

More often than none-the-less
Our people show strong objection
To one single pair of shoes
Traveling in different directions

Do you not ever feel
the two within your being
Love and hate, war and peace
Looking forward and yet not seeing

Care for life as you see it
Do you see more than what is there
It is harder to live a life that's not
Than to have it and be nowhere

-Karen Holmes

ONE WOMAN'S WASHINGTON: HARD TIMES AHEAD

By Carol Eliason

Spring, 1981 comes early to the city with its natural greening and a host of visitors and conventions. It also brings to light the psychological and economic changes of a new presidential and congressional era. AAWCJC members will need to use this season for an intense reassessment of personal and professional goals and timetables. The legislative and regulatory climate for the 1980's will be measureably different from the 1970's. The mood on the hill and in the halls of federal agencies can best be described as negative on issues related to affirmative action and funding for women's programs. As this issue goes to press, it is imperative that each of you join ranks to fight off attempts to wipe out support programs. Three areas already targeted by conservative budget cutters are CETA, including special initiatives for displaced homemakers; financial aid; and special services.

The programs that have the greatest potential for survival in the 80's will be ones that can readily demonstrate measureable FTE income to policymakers.

Personnel who are on "soft" grant or contract monies need to develop proactive strategies for continued funding. Faculty and administrators who are confronted with personnel practices that may tend to be interpreted as sexist, ageist, or racist should be aware that there is little evidence that EEOC's activities under the Reagan Administration will strengthen federal commitment to such sensitive issues as:

- o equal pay for equal work;
- o pregnancy discrimination; or
- o sexual harrassment in the work place.

Thus far the new congress has deferred substantial hearings on Vocational Education Act reauthorization. Conservative elements in Congress will urge deletion of "special population" funding. The Stockman OMB report has deferred action on the future of Women's Educational Equity Act until later.

A recent informal survey of 22 states indicates that few affirmative action lawsuits are being won by female academicians. In fact, backlash activities are reported to be on the increase.

AAWCJC will continue to be active on the Washington scene through the liaison activities of our office at AACJC. If you have insights that you wish to share, please feel free to contact me. We regularly monitor several coalitions and agencies working toward social and economic equity for community college women. Keep me posted.

WOMEN IN ADMINISTRATION: THE LADDER OR THE MAZE?

By Ann Carli

Constance Carroll, President of Indian Valley Colleges in Novato, California, addressed the breakfast meeting of AAWCJC at the California Community and Junior College Association conference November 9 at the Biltmore Hotel in Los Angeles.

Speaking on "Women in Administration: The Ladder or the Maze", President Carroll's message to women trying to scale the administrative ladder was to nourish their own uniqueness rather than follow the "how to dress" "how to play the game" "how to manage" guidebooks. Using the corporate model Carroll pointed out that people at the top are individualistic risk-takers. The "Individual" appears on Caldwell's Study of Successful Women in Higher Education along with "Iron Maidens" and "Mascots". Carroll predicts the latter are endangered species.

Five role models Carroll particularly admires are Hanna Gray, President of the University of Chicago; Barbara Newell, Wellesley President; Willa Player, Title III Director, Office of Education; Beverly Sills, Director of New York City Opera; and Derek Bok, President of Harvard. The commonalities of these successful administrators are: 1) persuasive skills, 2) mobility, 3) risk-taking activism, 4) supportive constituencies, 5) flexibility afforded by liberal arts education, 6) vibrancy and optimism.

Her advice to the ambitious is to clearly assess goals and skills, to be ready to move back and forth across the country, to work hard on written and oral assertiveness documenting points, to read biographies of famous people and prepare to be wonder women--who are promoted on performance, unlike men who are promoted for their potential. Carroll believes that despite the Moral Majority, women will continue to make gains and is optimistic that the ladder will replace the maze.

TEX-SIS
THE TEXAS STUDENT INFORMATION SYSTEM

By Toni Hall

During the 66th State Legislative Convention in Texas, community colleges demonstrated their willingness to be held accountable for their response to their communities, and received an "A" for accountability. In his presentation to the Legislative Budget Board, Dr. Theodore Nicksick, President, Wharton County Junior College (representing the Texas community college president's association) pointed out that

> Texas community colleges closely monitor the success of their former students in their chosen field of employment and transfer colleges. Students are asked to rate the quality of instruction received at the community colleges. They are asked to evaluate courses, to offer suggestions on how to improve counseling, placement, and library services. Information is also obtained from students when they enter the community college to determine their educational goals. Students are surveyed if they withdraw from college. Employers of graduates and nonreturning students are also contacted.

Dr. Nicksick went on to cite specific Texas data results which pointed out how the successes and needed improvements of Texas community colleges were being monitored.

Throughout the state, on an ongoing basis, student follow-up information is collected from community college students in order to more effectively develop programs; to better evaluate student and instructional services; and to increase cost effective management of the colleges. Texas colleges not only have individual college information to use for college improvement but also have comprehensive statewide information which can be used to speak in advocacy for the Texas community colleges. This has been made possible through the development of a comprehensive student management information system called "Tex-SIS" and a cooperative centralized data processing agreement among the colleges.

The Texas Student Information System (Tex-SIS) reflects a local and statewide teamwork approach to producing educational information. Tex-SIS collects information from students and employers at different points of a student college experience through the use of different questionnaires. A college may elect to use all or none of the questionnaires. Participation involves the ordering of preprinted questionnaires, the conduct of the study locally, and the preparation of the questionnaires for processing. The processing of the data is conducted at a central location with the printouts being mailed to the college in a confidential manner. Tex-SIS was built around the concept of an educational management information system and is divided into seven subsystems, each with its own instruments and methods of processing. The Tex-SIS documentation consists

of (1) a brochure which presents a general overview of Tex-SIS with appropriate information included for the college administrator and/or state personnel to make decisions regarding the depth of follow-up involvement desired; (2) an Activities Manual which presents the actual questionnaires utilized by Tex-SIS for college-level staff personnel to make decisions regarding the usefulness of the questionnaires to a particular institutional environment; and (3) a Procedures Manual, Data Processing Manual, and Subcontractors Reports which present Tex-SIS in a more comprehensive manner and can be used as guides to actually performing the different types of follow-up studies included.

Information about student goals, reasons for withdrawing, student's stop-out or dropout status, employment rates and salary, transfer status, employer ratings, etc. may be routinely collected based on data collection cycles that are developed at a local level. The Tex-SIS questionnaires are designed to interface with several existing federal reporting requirements for student and employer information. Although most of the data applies directly to the enhancement of programs at the local level, statewide composites can be produced if desired.

Recent expansion efforts have resulted in the consolidation of the requirements of the student and employer follow-up components of the Vocational Education Data System (VEDS) with Tex-SIS. This allows for the use of Tex-SIS to fully comply with the follow-up components of VEDS at the same time that local informational needs are being met.

The Tex-SIS information collected can be used in such areas as

* career counseling with students
* identifying needed student services and instructional enhancement activities
* institutional planning and program evaluations
* student recruitment
* institutional research
* community public relations
* labor market information
* college promotion activities
* communications with local occupational advisory committees
* communications with accreditation visit teams
* producing information for students as educational consumers
* development of curricula
* promoting communications among administration and faculty
* identifying special needs of students
* determination of employment success of students in nontraditional occupations
* cost effectiveness studies

In the last five years Texas community and technical colleges have been using Tex-SIS. Recently Tex-SIS has been adapted to meet the needs of the Michigan and Mississippi community colleges and versions of Tex-SIS are being used in those states.

The Center for Information Services at Navarro College serves local and state agencies in work relating to student information systems, management approaches, statewide coordination efforts, supply/demand research and analyses, and federal compliance activities. The Center, among other activities, has been designated in Texas as the location of the Tex-SIS Support Services used by the Texas community and technical colleges in their implementation of the Tex-SIS system. The Center also serves the Mississippi and Michigan community colleges in their implementation of similar follow-up systems.

The Center for Information Services prints questionnaires, processes questionnaire data, and provides technical assistance in (1) the conduct of surveys, and (2) the producing and using data for decision making. If you are interested in more information about Tex-SIS and its companion systems, please contact Ms. Toni Hall, Director of the Center for Information Services, Navarro College, West Highway 31, Corsicana, Texas 75110.

I'm exposed!
Right there for all to see.
The words tumble and grope
And hang on the page,
Showing off, buffooning, crying, bleeding.
And I can't hide.

Such valor!
Hesitant to risk a self
For fear of ridicule or retribution.
A page is flat; what can it do to me?
Scribbles and scrawls imbued with hurting power
Only in my mind.

Take heart!
A mute creation takes no risk.
But my words of fairy fancy or their fecund facts
Can plug my soul into life's current
And add a missing ohm, a charged dimension
Into the universe.

-Betty Simm

THE POLITICS OF SURVIVAL

By Eleanor Brantley Schwartz

In the early seventies, few people could quickly solve a riddle making the rounds. It went like this:

> A father and son were cruising down the freeway one Sunday afternoon. A truck struck their car. The father was killed instantly. The son, seriously injured, was rushed to the hospital. As emergency surgery was about to begin, the surgeon suddenly exclaimed, "I can't operate on this person...he's my son!"

The question was, "How can this be?" Few quickly thought the obvious: The surgeon was a woman and the boy's mother.

A lot of changes have occurred since then. It's no longer an anomaly for a woman to be a surgeon--or a manager. As management doors opened, however, both women and top management found opportunities satisfied the equal opportunity mandate but they didn't mean smooth sailing. Making the management team was one thing...playing first string, another.

During the seventies, the "politics of survival" for women was gaining acceptance. Thinking in new ways about women in business wasn't easy. Uncertainty, confusion, anxiety--and resistance--was the norm, and especially among those unsure about what it all meant in terms of their roles. As one female manager said, "Many men didn't know how to respond to me on a peer-colleague basis." Most women felt seen more as a "woman" than a "manager" and caught in a web of conflicting expectations and perceptions. For instance, as Dollie Cole wrote:

> A business man is aggressive; a businesswoman is pushy.
>
> He loses his temper because he's so involved with his job; she's bitchy.
>
> He gets depressed from work pressures; she has monthly tensions.
>
> He's a stern taskmaster; she's impossible to work for.
>
> He's enthusiastic; she's emotional.

Reports from supervisors of women managers ranged from "she lacks confidence...is unwilling to risk," to "she's too hard-driving...single-minded." Even those with positive experience and esteem for their woman manager tended to dismiss it as an exception, feeling "there're few like her."

These views stemmed from long-held expectations of behavior and roles for men and women. For centuries, women weren't seen as having the skills, habits, and motivation for management. (Equally, we didn't see males as nurses...and male nurses have reported similar experiences to those of women managers.)

We're the generation asked to break these role constraints. Overall we've come a long way in a short time. Much remains to be accomplished. But we've reached the point where both research and common sense--in our most rational moments--tells us that neither sex has exclusive domain over certain aptitude, ability, or temperament. Management skills are asexual. And few men or women learn to apply them effectively.

In the eighties, our focus will be more on "how to play first string." This conference "to help map strategies" is indicative of this. And interestingly, politics is included more and more in conference topics. One reason, perhaps, is the feedback that a major obstacle to women's career success is lack of political gamemanship.

Henning and Jardim, co-directors of the Simmons College graduate program in management, concluded from a study of over 2,000 men and 3,000 women that women and men respond differently to their careers. An additional study of more than 5,000 men and women supported Henning and Jardim's first findings and further confirmed a complaint of businessmen about women: they are not "game strategists." These researchers concluded that men are strategists, planning ahead for where they are heading, aware that success comes from a network of people--some of whom may be less competent though more powerful than oneself. To the men, it is all part of the game, and they recognize they need help; will face competition; and rarely score the first time they try.

Yet is it women who lack political gamemanship? Or is it that they have been "outsiders" and inexperienced in gamemanship?

Psychologist Carl Rogers in his book, On Personal Power, viewed politics, in today's psychological and social usage, as having to do with the "locus of decision-making power." That is, the process--maneuvers, strategies and tactics, witting or unwitting--by which we gain, share or relinquish power, control, decision-making. Korda observed in his book Power!, the main reason women have found it hard to break into the world of power is not so much a lack of gamemanship or that men put obstacles into their way as "power is thought of as essentially male."

Male managers grew up with the potent idea they've the "right" to power. Mentors brought them along, from whom they learned "the organizational ropes" and upon whom, for good or bad, they patterned their political and managerial behavior. In contrast, women as newcomers were "business virgins." As any new manager, they had uncertainties about their personal role and success on the job. And with little support and clout, they had no "power."

The support network is hard to understand unless experienced personally. An invisible, unidentifiable, extremely informal living structure, there are no written descriptions. In fact, the entire power dimension is never fully described. During a television taping in Cleveland this summer, a colleague interviewee's reply to a question on politics and power was: "Those who have power don't discuss it."

Yet managerial success requires both competence and power--positional, expertise, and personal power. Positional power (authority) comes from the position. Expert, or expertise, power is related to competence--the more skills and abilities the manager has the more expert power the manager has. Personal power is perhaps the most difficult and takes time to acquire, and usually has been more available to male than female managers.

While the formal role gives the right to command, one can't if there's a lack of informal influence, including access to resources, and status. The manager is, in effect, powerless. Women's powerlessness is exemplified in familiar cliches; such as, "No one wants to work for a woman," "Women don't make good leaders," "Women aren't suited to management." Yet research shows that sex differences appear to be unimportant in subordinates' response to a superior's leadership style. What emerges is that people prefer to work for those who can get results.

The politics of survival--or playing first string--requires women change this in the eighties. I have no "ten easy, sure steps." Organizational dynamics are too complex and unique, but there are some essential basic guides.

Strategic Connections

Identify as many allies and contacts as possible in our organization and field. The first law of survival is to understand our environment--to know what's going on in our job, department and organization. This includes understanding the forces we can't change as well as those we can. Support networks help us learn what's going on--in our profession, among those above us, colleagues around us, and those coming up behind us. Allies we identify within the organization--those uncluttered with sexist attitudes and who recognize the contributions we can make--can tell us what's happening below the surface of things. They can give support, advice, criticism, information and guidance. These relationships are as crucial to success as productivity and creativity.

Assertiveness

We cannot wait to be noticed, to be included, to be helped, to be respected. We must take the initiative and actively become part of the action. While no one wants to be subjected to a compulsively domineering person, "sitting back" or passivity is perceived as a lack of interest and commitment. And it is, for how we're perceived becomes "our reality."

The basic principle of assertive management is to speak up and say what's on our mind--and to ask for what we want matter-of-factly. The foundation of

assertive management is self-confidence. Self-confident, we know that we're competent and capable of doing a good job...though not perfect. It's only human to make mistakes, and making one doesn't destroy us. We don't get defensive when people criticize; we realize there's always room for improvement. We make use of valid criticism and let the rest roll off our back. We don't blame our problems on fate or an unsympathetic boss. Instead, we assess situations realistically and take steps to achieve what we want. If the first thing doesn't work, we try something else. And while we know life isn't always fair, it is workable, and we've got what it takes.

Self-confident, we recognize that others are not necessarily better, smarter, or more sure of themselves. We have faith in our ability to play the management game. This includes understanding that we'll win some, lose some. People who risk, occasionally fail. This, too, is a learning process if analyzed for what went wrong.

Women who find risk-taking difficult need to recognize that it stems from earlier conditioning and limited experience at decision-making and risk-taking. We can gain confidence by observing how many mistakes others (male superiors and colleagues) make in the course of a day or week; and also, learn what to avoid. And with intelligent practice, the better players we become.

Another powerful assertive management principle is <u>persistence</u>. We can't give up when someone doesn't do what we ask the first time. We must keep at it, calmly and firmly. Patient persistence is needed to accomplish our goals, and we have to keep speaking up for what we want. Sometimes it seems that we're just battering our heads against a wall, and it's during these times that we may shrug our shoulders and begin to think, "What's the use?" Jacob Riis, a writer who lived a hundred years ago, left some words of wisdom to help during these times:

> "When nothing seems to help, I go look at a stonecutter hammering away at his rock. Perhaps he hit a hundred times without as much as a crack showing in it; yet at the one hundredth and first blow it will split in two, and I know that it was not that blow that had done it, but all that had gone on before."

No single effort brings the success desired. Instead, it's the culmination of weeks, months and even years of planning and working. Moreover, "Rome wasn't built in a day" and "the squeaky wheel gets the grease" are true cliches.

<u>Task-Oriented Focus</u>

While some welcome competent women with brains and ability, others may not. And it can be a boss, peer, or subordinate. With these people, the best strategy is simply to focus solely on the task to be achieved, persistently and consistently ignoring covert or overt behavior that "puts down."

This is often easier said than practiced. Whether subtle or blatant, put-downs threaten our self-concept. Feeling hurt and inept, we want to withdraw or be aggressive. Neither is adaptative behavior--but the most non-adaptative behavior is a one-on-one confrontation. We and the other person emerge from the fray more firmly entrenched in our original positions.

Instead, we should anticipate that incidents will occur, and think through beforehand a series of task-related responses that can be made. Thus, if they do happen, we can maintain our cool with the thought, "Here it is again; I expected it. And it's happened and no doubt will happen again. So why don't I get on with the job?"

The point is, we can control verbal discourse by not participating. This is important because verbal discourse is the principle vehicle by which self-concept is shaped. Moreover, by refusing to play "victim," we maintain a competent, professional stance. We get support not by asking for it or attacking put-downs, but by the way we behave, showing we can weather the strains.

Too, while we may not accept we can understand that males may feel supportive and have supportive intentions, yet not see forms of "institutionalized" behaviors--those below the level of awareness, that one doesn't think about before doing. "Second nature," it just seems right because it's been done so long. Though seemingly small and inconsequential, these behaviors can affect women's managerial self-concept. The paradox is that some males may see these behaviors as reflecting acceptance. Most professional females, however, see them as setting them apart or excluding them.

Again, professional behavior, more than confrontation, will alter attitudes. The way we behave, rather than what we say, generally has the most impact on others.

I'm reminded of a colleague's experience:

> "At first, my top management and colleagues wouldn't talk to me as they did with my male peers. Most of them really thought I shouldn't be in my position. I ignored these attitudes. I knew it would take results, not words. I concentrated on my job and turned my department around. In fact, I succeeded because I took the initiative, discussing problems with higher management. I got results and in the process won the trust and confidence of my superiors, peers, and subordinates."

Women aren't alone in having to learn how to cope with an environment that must change to accommodate them. Men, too, face similar challenges.

<u>An Androgynous Style</u>

The male managerial mystique has focused many women's attention toward characteristics, attitudes, temperaments, skills and abilities ascribed to men. This brings her face to face with "Catch 22" and the tightrope of "masculine" vs.

"feminine" behaviors. To focus upon either extreme, however, is a deterrent to the release of one's full managerial potential...for men as well as women. And this is particularly significant for managers in the eighties.

Peter Drucker sometimes coined practically the Father of Modern Mangement, acidly said: "...so much of what we call management consists of making it difficult for people to work."

He also said: "...There's an enormous number of managers who have retired on the job."

And he didn't spare those of us who train managers. He said: "When a subject becomes totally obsolete, we make it a required course."

And that: "We know nothing about leadership or motivation. All we do is write books on them."

In general, critics tell managers: "We've done a much better job of managing our technology and finances than our human resources."

And surveys show workers more discontent than anytime in the past 25 years. They're unhappy about: ...their organization as a place to work; the work they do; how they're treated as individuals; managers' unwillingness to listen to them.

On the other side of the coin, managers are unhappy about workers' excessive absenteeism, poor work quality, high turnover. They often interpret these things as "People don't want to work anymore." But social scientists have a different answer. They say: Our management style powerfully influences workers to perform or not, more than we might think.

Daniel Yankelovich, of the Opinion Research firm, in a talk to leaders on "The Dilemma of the Eighties", said: It is the WAY leaders manage events that shape response to those events. And old ways of managing clash with today's workers.

Conventional business wisdom has been that objective and analytical thinking; competitive instincts; capacity to plan, organize, coordinate and control; determination; assertiveness, etc., are skills managers need. They still are.

But today's managers also increasingly need better and better teamwork skills...ability to promote cooperation, develop people's potential skills, and create a work climate conducive to the team's self-motivated achievement. According to consistent feedback, people want a manager who:

...listens with understanding,
...supports and helps me,

...facilitates cooperation,
...communicates freely and openly; I can trust what he/she says,
...bring out the best in me,
...trusts and has faith in my creativity and ability,
...does not "overboss" or "underboss" me.

The paradox is that the same skills socialized into women from early life--though often a source of sexist humor--are strengths and traits basic to a team management style:

...nurturance
...sensitivity
...communication skills
...adaptability
...patience, understanding, supportiveness (e.g., helping people develop on the job)
...ability to negotiate and compromise
...willingness to incorporate other's ideas and contributions to encourage teamwork.

Communication skills are mandatory for effective managers in any type of organization. If we can't communicate, we can't manage or lead.

Characteristics of affiliation, nurturance, and facilitation of the achievement of others are what most managers need in their moment-to-moment interactions. Being sensitive to "people" factors, women tend to seek what is behind behavior, to support cooperative efforts, and to be patient while others grow and mature in responsibility.

Socialized to flexibly adapt to the directions and goals of males (and family), women recognize not only that change will occur but also anticipate change. An integral part of their self-concept, it can positively impact their professional activities.

The key point is this: we need to recognize and value these strengths and capabilities. Behavioral scientists emphasize the importance of a manager's interpersonal skills. Managers need abilities to relate to people and to understand how feelings affect performance. Women need to recognize that they excel in these abilities and their significance in being an effective manager.

Many organizations are trying to teach their male managers the skills that women have long since learned. The organization has moved into a post-authoritarian age where emphasis is upon growth, nurturance, creativity, communication, and the ability to mediate between forces that must work together but differ in purpose and approach. Leaders need to be agile, adaptable, satisfying many parties. How women have learned to deal with others makes them peculiarly suited to meet these needs.

Similarly, skills are needed to plan and make decisions, and then transform them into action. Women need to recognize that they have these skills, also, and that what they lack they can acquire.

Essay

Professional Direction

No manager succeeds without planning--knowing what one wants, how to get there, and the personal and professional costs of doing so. We cannot, no more than a man, depend on the organization to do it, but must constantly assess what we need to do to develop professionally and to confront whatever problems we encounter.

Women have been criticized for their seeming lack of planning. Women have been described as more "here-and-now" oriented than men, "a kind of myopic take-care-of-today-and-tomorrow-will-take-care-of-itself attitude," or "do a good job and prove one's ability"--a kind of Horatio Alger thinking: "work hard and someday you'll be rewarded for your effort." Men tend to "adopt a 'plan ahead' approach" with focus on "development of necessary skills."

Henning and Jardim stressed, as a result of their research, that women must deliberately survey the scene, assess the alternatives, and decide on a course of action. What will it take? New skills? More time on certain projects? Taking on new and challenging assignments? Expanding people contacts?

Incidentally, research shows that management skills women need to improve tend to be in finance and budgeting, planning, and effective decision-making. Organizational skills that tend to need improvement are in the policy- and budget-making areas.

Lack of involvement in budget development and budget management may have special overtones for the woman manager. Some men who fail to involve women in budget activities (and women who avoid them) may have fallen prey to the sexual stereotype that women inherently are inept at dealing with numbers and money.

Another reason women may not have been involved in budgeting and financial management is far more important. Money is power. Whoever controls the money through the budgeting process exerts considerable power in any organization. (If some males resist women assuming managerial positions, it would seem logical that the very last bastion of resistance would focus on the process of budgeting since that is a locus of power.)

Sponsorship

An upcoming young man, more often than not, is a protege of an older, established executive. Men have gotten ahead via the mentor system for years.

Most women have not been a part of the informal sponsorship system. Hesitancy to identify a "bright young woman" as a protegee is a major problem for women. It is more difficult for women to negotiate their patronage than for men. Men can cultivate easier friendships with superiors (on the golf courses, over drinks, at sporting events).

With few women in management, however, women must rely on men for sponsorship. A mentor can help encourage us to replace small, timid steps

with bold strides, run interference against barriers, and in general coach and groom us for greater responsibility.

It's difficult to advise anyone on acquiring a mentor. These relationships can't be forced. Women colleagues with such sponsors have confided that "the mentor-protegee relationship just sort of emerged." In any case, a good beginning is productive teamwork, commitment to the organization and to the person to whom we directly report. Those of us who gain the trust and confidence of a dynamic, supportive supervisor are on the right track. Those whose supervisors are stalled for performance reasons should evaluate the need to realign themselves someplace else as soon as possible. If, however, you elect to do this, don't burn your bridges. Not only do you want to maintain relationships as strategic connections, you never know how things could change to present a key future opportunity.

In Perspective

For me, the politics of survival involves a very basic philosophy. For example, we can work into the power structure:

...By effectively using our intelligence, judgment, experience, motivation, competence, insight and timing.

...By being interested, personable, dependable and a team player that does a good job.

...By remembering that we're always competing--for visibility, for dollars, for greater responsibility--yet not viewing it as a life-and-death situation. When we lose, we pick up the ball and go on again.

...By knowing we never arrive...we succeed at one thing only to move on to another challenge, and the whole growth cycle begins again.

...By playing fair (in terms of our integrity) and gaining the trust, confidence, and respect of superiors, peers and subordinates. I strongly believe a positive set of values--call it integrity or ethics--are building blocks for success in dealing with people and coping with tough decisions on a day-to-day basis. Without these values, we'll find ourselves in trouble with tough decisions or situations that require strong action. Inconsistency, expediency, or lack of backbone diminishes our worth and effectiveness, distinction as achievers and, therefore, long-run success.

...And, finally, by being assertive, confident and patiently persistent--playing mostly offense versus mostly defense.... poised on our toes, alert, sensitive to opportunities and ready when the timing is right to act on them.

In short, today's successful executive woman is and must be nothing like the stereotyped "Joan Crawford" type or the dowdy, horn-rimmed women with a bun and oxford shoes. She is and must be

...articulate;
...on the move;
...a balanced blend between executive qualities and femininity, putting her own style-and-personality stamp on her application of management techniques and politics;
...understanding of why some discriminate but doesn't dwell negatively on it;
...self-reliant and sees herself an intellectual equal, refusing to play victim or be intimidated;
...a survivor of power or political struggles because she's calm and objective;
...interpersonally skilled and at ease in business and social situations;
...enthusiastic about her responsibility, learning something new every day about her job, the organization, the issues, and the people involved.

Today's outlook of most women managers is positive and encouraging. They have ambition, ability, increasing management know-how, and are intent on doing their work well. Most of them have no axes to grind. These women do not blame men. They recognize the problem is one of past myths--but they are impatient for the old taboos to be overcome.

And more men are making genuine efforts to change. Increasingly, more men feel as this one:

"I don't think anger on either side is going to solve the real problems. We simply have to start treating one another as individuals and let go of this man-woman business."

And as this one:

"No problem exists because my boss being a woman is never a factor. We may fight every now and then, but we've a very open relationship based on her own ability and my lack of fear."

And today's executive women are willing to share their experiences so other women can benefit. Old reports to the contrary, camaraderie and respect does exist among women executives. Women are more aware that a "critical mass" helps males to see their presence more as a matter of course than as an intrusion into their all-male bastion. Women are still a minority in management because their expectations have not been there as long as men's have. More women will become inspired as they watch other women--us--successfully practice the politics of survival.

TOWARD A PHILOSOPHICAL BASE FOR WOMEN'S REENTRY PROGRAMS

By Joyce Brodsky Unger

The past ten years have seen the adoption of some form of women's reentry program in most community colleges. At its simplest, the intent of these programs has been to provide service and/or curricular offerings designed to make college more available and attractive to adult women who have experienced a break in their education.

By now, despite a history of struggle for funding, staff and academic respectability, the presence of reentry programs is considered as given on most California campuses. Adult women are looked on as a prime target group to whom the community college can be "marketed." This formerly nontraditional student has become the fond hope of many an administrator; she can fill the chair of the seventeen year old male who presence in the classroom has been declining.

At least a decade has passed since the onset of women's reentry. It is time to pause and examine the evolution and philosophical premises of what we provide for the mature female student.

I. BEGINNINGS OF THE REENTRY MOVEMENT

Since first appearing on those campuses which had at least a small group of women faculty interested in offerings specifically relevant to women, women's reentry has been bound up with the women's movement. Old-timers have warm memories of sharing in the creation of first, tentative women's studies courses and our gradual recognition of the extent to which women were invisible as the subject of curriculum. Feminist faculty from the late sixties well remember the derision of colleagues followed by astonishment (including our own) at how hungry women students were for solid, academically oriented material about all aspects of women's lives. We had tapped into a rich new area of study both for ourselves and for our students. As feminists we enjoyed the success, but saw that our audience was, for the most part, a homogeneous one - young, white and already oriented to higher education.

What kept older women, non-white women, employed women and non-students from sharing our concerns? Answers fell into two basic categories: a) the structure, function and personnel of our system made the college seem inaccessible and, b) the self-image or social position of the adult woman didn't match with her vision of who was welcome on campus. Women's reentry programs initially were conceived by feminists to overcome these barriers.

II. GROWTH AND CHANGE IN THE REENTRY MOVEMENT

Each college has always had a unique administrative and collegial structure which shapes the growth process of new curricula. Women's reentry was new enough, amorphous and suspect enough to cause great difficulty in finding its

proper institutional niche. A student service? Well, yes... An instructional program? Well...not just that. An interdisciplinary program? Not exactly. (There were many who also saw the reentry movement as an unwelcome intrusion of "women's lib" - but that's a topic for another paper!) Since no universal placement solution emerged, women's reentry found itself settled in whatever area of the college was hospitable, often where faculty who supported it had most influence. In some colleges the program became an autonomous unit or even a fee-supported community service, while in others it was dependent on instructional divisional support.

This random placement greatly affected the evolution of our programs. Where reentry was administered through instruction, offerings were likely to resemble other degree-appropriate classes. When administered through student services, programs were directed primarily toward guidance and counseling. When considered as interdisciplinary, programs had both instructional and service components.

These historical accidents of organization were compounded by the scramble for limited campus resources. When funding was sparse, programs tended to mainstream the reentering woman, to encourage her rapid assimilation into the total college. Under more receptive economic conditions, programs offered one or more semesters of special classes and support services for the reentering woman.

And there were, of course, many other factors inherent in how reentry programs evolved. The local demography, the receptivity (or lack of it) by administration, the number of other groups on campus demanding their "piece of the pie", shaped the course taken. Seemingly tangential matters, such as frequency of public transportation to campus, rigidity of the registration process, or a freeze on publicity funding, all played a part in defining the nature of reentry programs.

These accidental conditions resulted in a mass of programs, classes and services throughout California which all called themselves women's reentry, but which often bore little resemblance to each other. Although recent trends toward courting the reentering woman student now mean more money, more human energy poured into our programs, the original unifying factor--feminist faculty and orientation[1]--is no longer consistent.

It appears that, to a dismaying extent, the concept of women's reentry has run amok. Our differences, by now, reflect far more than regional diversity or organizational caprice. Our differences mirror the profound confusion with which our society, and our faculties, view the adult woman redefining her place in the cultural mainstream. It is possible that the <u>only</u> common thread which links reentry programs now is the frenzy to get MORE women to use MORE campus offerings to gain MORE revenue for the institution.

III. CREATING A PHILOSOPHICAL FRAMEWORK

In the face of such ambiguity there is a tendency to retreat to the comforts of one's own domain. Does it matter that reentering women students on one campus are learning English composition while on another they take short courses on "Salt-Free Diets in Midlife"? Is it important that some women are offered only guidance in "math anxiety" while nearby their sisters take mathematics clases which fulfill competency requirements?

I think it does matter deeply. That the broader history of education has followed as random a process as we have in reentry does not exempt us from improving on it. Our history is rooted for some of us in feminism and for all of us in the wish to ensure that adult women are educationally well served. Our history demands that we create, or re-create, a principled framework as rational for our continued efforts. I offer the following as a beginning premise from which we may evolve that framework.

1. Women's reentry programs must fall within the classic mission of the community college. These institutions exist to provide education, not to offer recreation, therapy or any other activity invented solely to snare a portion of state revenue. Our kind of education must serve women's lives in a long range way: by opening doors to new vocation, further study or at the very least, recognition of the constraints presently placed on women at midlife.

2. Women's reentry programs must have a further rationale based on local needs. The economic health of the community, for instance, the preponderance of any age or ethnic groups, the emergence of a particular industry, all should shape the nature of women's programs. Our students' practical needs must be high on our lists of priority, since availability of child care, financial aid, special scheduling, emergency loans, may well determine whether the reentering woman can attend and benefit from her classes.

3. Women's reentry should permeate all levels of the college structure. Public relations, admissions, guidance, curricular content, faculty attitude and expectations--all parts of the college should be pushed to make modifications providing greater opportunity to adult women.

4. Women's reentry should maintain a unique and separate identity on campus. It is useful, some of us would argue, even magical, to offer classes taught by adult women for adult women, with integrated peer contact and support. Mature women students live in a different world socially, economically and politically than their male counterparts or their daughters. Our students, at least initially, deserve a program specifically crafted to meet their needs.

5. Women's reentry should be staffed by carefully selected people and not used as either a plum assignment or a chore to be widely rotated. When we indicate that a student group is unique by creating special programs, we have already given tacit approval to careful faculty screening.[2]

6. Women's reentry programs must have a significant feminist component. This may be manifest in the structure of the program rather than in specific course content. It may be in the provision of role models or in the encouragement of students to reexamine the premises of their lives. Lost contact with the feminism on which our reentry movement is based will ultimately result in far graver loss. Our programs will blend with the larger institution as there will be no reason for not doing so.

7. Women's reentry must concern itself with larger social issues about adult women. Much as we may choose to ignore it, a college serves as a means of social analysis and, ultimately, control. It can assist a community in re-education about the meaning of female adulthood or it can perpetuate the constraints which have traditionally kept women in lives of narrow possibility.

8. Planners of women's reentry programs must act as watchdogs on educational policy which, in the name of serving women, undermines the intent of our work. Those efforts seeking to generalize opportunity for men and women (such as "gender equity", "human" or "adult" reentry) still exist in a context which has not yet paid off its debt of reparation to adult women.

9. Finally, women's reentry must be committed to ongoing self-examination and revision. We must resist trendiness, institutional expedience and traditional social pressure, as these have always deflected women's purpose within and far beyond the college campus.

Because women's programs, indeed, women ourselves, have always stood outside the gates of power in higher education, we have tended to see any opening in that gate as an end in itself. Within this narrow framework we might now believe the work of women's reentry complete, for we have achieved a great deal. There is far greater opportunity for adult women students in the community college than there was a decade ago.

But there is far less here for women than there should be. The inadequacies, sadly, may be due more to our own lack of vision than to institutional suppression. But women having sustained a history of suppression have never lacked vision for very long. Our particular strength in recent times has been the ability to combine theoretical perspective with pragmatic, systematic efforts in our own behalf. It is this very strength, should we choose to exert it, which can be the foundation on which we recreate our women's reentry programs.

ENDNOTES

1. For puroses of this paper, I use a somewhat limited definition of the word "feminist" to mean perspective and action directed toward redressing imbalances caused by centuries of institutionalized suppression of women. Within this perspective is the assumption that any (and every) form of sexism is dysfunctional for the society and for individual women.

2. Staff selection and feminist program orientation (#6) are circularly related issues; each tends to define the other. It would be ideal for reentry planners to develop a written statement specifying criteria and methods for staff selection in relation to how these mesh with philosophy and goals of their particular programs.

HELPING WOMEN ASSESS THEIR READINESS FOR COLLEGE (SELF-ASSESSMENTS -- AN ALTERNATIVE TO PLACEMENT TESTS)

by Mary Sue Koeppel

Colleges and technical schools today typically serve the needs of a student body whose average age is 30. In fact, the new student is often a married, or recently divorced, woman with children, who is returning to school to upgrade her knowledge and her skills.

These women, as well as all new students, deserve an opportunity to assess their skills and to measure their readiness for college level work. The total assessment answer for these persons is not the standardized placement test given in the school setting. For many people this experience of testing is frightening and, if the scores are poor, humiliating.

An alternative does exist.

At Waukesha County Technical Institute, Pewaukee, Wisconsin, the faculty of The Learning Center has developed a new type of placement instrument: self-assessments.

These instruments are voluntary, self-correcting, and self-interpreting. And these self-assessments can be taken anywhere the student chooses. This enables mothers to carry the three self-assessments home and to do the assessments at the women's own convenience. And, best of all, the scores are private information. There are three self-assessments, one each in reading, writing, and math. Each assessment enables the prospective students to evaluate their basic skills in the light of the actual competencies required of students in the first year courses.

The immediate goal of these self-assessments is to acquaint prospective students with the reading, writing, and math competencies essential for entry level survival in particular vocational and technical programs. The second goal is to assess the students' own mastery of these competencies. And, finally, the last goal is to encourage students who have deficiencies in skill areas to seek the remediation offered through the school's various services.

These self-assessments are available to anyone in the community who wishes to make use of them. People who come to the school through the various programs, such as the Women's Development Center, are encouraged to use the assessments. All new students receive copies of the self-assessments when they formally apply for entrance into the school.

The typical time spent taking these assessments is about one and one-half hours, or one-half hour for each of the three. As soon as each of the assessments is finished, the answer sheets can be torn open. Because the instruments

are self-correcting, the person knows his scores immediately. An interpretation of each score is contained right inside the answer sheets. Thus, the assessment takers know immediately if their skills in reading, writing, and math are developed enough for them to experience success with vocational or technical programs of their choice.

Students whose scores are low are invited to take courses in the basic skills through The Learning Center. Courses in the Center are individualized; students work at their own speed and in the areas where they lack competencies. Instructors in each of the three basic skills areas as well as specialists in learning disabilities and physical handicaps work one on one with the students until their academic skills are brought up to the competency level that will enable the student to succeed in the regular programs. Even then, drop-in service is available to all students asking for academic assistance. Because these services are explained to prospective students, and because the students are not required to show their assessments scores to anyone, many students feel motivated to self-assess and to pursue their educational goals.

Since people can look up their answers, or ask their friends to take the assessment for them, you may ask how a self-assessment can be a valid tool for diagnosing competencies. The answer is simple. Since the assessment scores do not have to be shown to anyone, and since this is not a mandatory placement test, students soon understand that there is no value to their having the assessment done by others.

One of the unique aspects of these self-assessments is the process used to construct them. These tests had to be developed uniquely since the goal of the self-assessments was to measure the competency levels needed by beginning students in the <u>various</u> programs and degrees in a vocational-technical institute. The great disparity of skills levels in the various programs is obvious. Entrance to a police science program, for example, demands greater writing skills than does entrance into a tool and die program. One competency level score could not satisfy as the entrance level score for all programs. To determine these competency levels and these scores, all the departments of the school had to be involved.

To begin the process, The Learning Center developmental teachers of reading, writing, and math each drew up a list of the competencies which they thought were essential for first year students. They arrived at 46 competencies in math, 7 in writing, and 16 in reading.

Then meetings were held between the developmental teachers and the individual faculties of each department in the school. After hearing an explanation of the purpose of the self-assessment, all of the instructors were asked to indicate the entrance level competencies in reading, writing, and math which they believed were needed by students in each sequence of courses or programs in their departments. (Competencies are entrance level if they are not taught in the courses of a program itself.)

Some departments worked as a group to determine these basic competencies. If the instructors did not respond as a department, then individual responses of each faculty member were tabulated. If more than one-half of the members of the department indicated a need for a competency, that competency became part of the required list.

According to this analysis, for example, it was decided by the Police Science Department that a new police science student ought to have 30 of the 46 math competencies, most of the reading competencies, and all of the minimum level writing competencies.

After these competencies had been indicated by each department, the next step of this development involved creating test items to measure each competency. Efforts were made to make the self-assessment as relevant to the student as possible. For example, the reading self-assessment uses actual selections from textbooks used at WCTI to test the student's ability to comprehend. The writing assessment eliminates all rhetorical terminology and asks for answers to questions such as, "which of these sentences is not a complete sentence?" No words like subject, verb, pronoun, or topic sentence are used. The math assessment is constructed as a power test, moving from whole numbers through trigonometry. Students can limit themselves to the parts of it which are relevant to the program of their choice.

After months spent testing the individual items and the entire self-assessment package, scores on the self-assessments could be matched with the various competency levels requested by the program instructors.

Finally, the entire package was evaluated by the developmental staff, the counselors, and the instructional departments.

Certain counseling departments of the school make particularly effective use of the self-assessments. The greatest use of the assessments in our school is by students participating in the Women's Development Center, in career counseling programs, CETA, and Special Needs. This is because the counselors in these programs see the self-assessments as one important step in the transition into schooling.

The advantages of this self-assessment program are many. The students can obtain an evaluation of their skills without the trauma of an entrance examination. This type of assessment, unlike a standardized placement test, can make students aware of the actual competencies needed in particular programs in a particular school because the assessment itself is made up of actual problems and texts taken from beginning courses. Thus, the instruments themselves become motivators. And, students who find their skills aren't equal to the rigors of course work can seek out the developmental courses that will prepare them for survival and success.

For the older students, then, the self-assessment seems to be a tool which enables them to diagnose their own strengths and weaknesses. It insures them privacy in this personal evaluation. It enables them to see the immediate correlation between specific competency levels and specific types of programs. And, finally, it offers a view of success. Those students who lack competencies at the time of the self-assessment are assured that the school has services to help them measure up to those competencies. They can succeed! The self-assessment becomes a major tool in this educational endeavor.

Never calibrate friendship
for who can measure dreams shared,
fears diminished?

Barbara Agonia

A SENTIMENTAL EDUCATION
By Joyce Carol Oates
(196 pages; E. P. Dutton; $11.95)

Reviewed by Mary M. Reefer *

Imagine, if you can, a gentle, soft-spoken woman of 42 who teaches creative writing at Princeton University, likes to cook and calls her husband "honey." She is one of the best writers in America and has been mentioned for the Nobel Prize in literature. But her stories are as violent and disturbing as any produced today. Her name is Joyce Carol Oates.

She often is asked why her stories are so full of violence, and she replies that people are curious about this only because she is a woman. Indeed, it is difficult to imagine putting such a question to William Styron or Jerzy Kosinski.

She tells interviewers that her characters are products of her daydreams. I would suggest a simpler explanation: She probably reads the newspaper. Her material is there: murder, incest, rape. She reorders this world into her art. Nowhere in her work is this more evident than in her newest collection of short stories, A Sentimental Education.

Her cast in these six stories is blessed with all the good things a modern society can provide: satisfying professions, financial security, attractive spouses and children. Some of them even have found love, or at least they think they have.

In Miss Oates' last novel, Bellefleur, a nine-year-old child observes that the Bellefleur curse is that "we can't love right." This simple observation, it seems, is at the center of her work. But what is the genesis of love, how does it manifest itself, where does it go? These are questions she does not answer.

Instead, she simply examines what love is not, much the way Flannery O'Connor examines the perversion of Christian values through her Southern fundamentalists. But a basic difference exists between the two writers: Miss O'Connor generally permits her characters a fleeting moment of Christian grace. Miss Oates does not--nor does she reveal the meaning of love as Eudora Welty does in her beautiful stories.

She shows her characters yearning for this revelation, the satisfying moment when everything comes neatly together, and they and the reader understand. One of her characters says, "In Bach, there is always a resolution." But Miss Oates seems to have no resolution: No philosophical systems provide answers, not even her Catholicism, as with Miss O'Connor. Everything seems related to the rejection or absence of love.

In "Queen of the Night," Claire Falk's marriage falls apart when she is past 50. Her son flies home from London to comfort her. But she finds the divorce tedious and the presence of a loving son embarrassing. Instead, she falls wildly in love with a young man of androgynous appearance and tastes, who is 20 years her junior and who consistently humiliates her. Is she fulfilling in this incestuous attachment an aborted love for the son whose love she cannot accept?

In "Precipice," a gentle philosophy professor's marriage is deteriorating because he fights for no apparent reason. He places more value on confrontations with his "nameless opponent" than on nurturing his wife's love. Are we to accept his protestations of affection for her?

In "Tryst," John Reddinger, in a perverted desire to display his affluence to his shabby mistress, takes her to his house when his wife is absent. She is hurt and puzzled, so she retaliates by cutting her wrist in his bathroom. It is only a superficial wound, so he bundles her into a taxi and gives the driver $50. Should we believe in his kind of love when his only concern is to get her out of the house?

Eleanor Gerhardt, the protagonist of "In the Autumn of the Year," is a 61-year-old established poet who meets the son of a man she had loved 30 years before. She discovers that his father's love had been a travesty: He had been a "pig," a bitter, disappointed writer who had gossiped openly about their relationship--and this was the love that had nearly wrecked her life.

The title story, "A Sentimental Education," is of novelia length and is about the rape-murder of a 14-year-old girl by her cousin, a mentally disturbed pre-med student. "He loved her--he hadn't meant to hurt her," Miss Oates writes. Where does this kind of love come from?

One story, "A Middle Class Education," seems anomalous in the collection. It is about fear. The head of a public radio station has a nervous collapse after witnessing a murder. For months he is unable to pass the spot where the murder occurred. One day, he gets well, and he never knows why--nor do we. This is as close as Miss Oates ever gets to a resolution. But it is generally the way it happens in life.

It is difficult, perhaps, to believe that an author who writes so much about violence could be one of the best writers in America and more difficult to believe that she might be a Nobel laureate someday. But Miss Oates is at the top of her profession, although it is doubtful that she will ever have a large following, because it is not always easy to grasp her meanings.

Another problem limits her readership: She almost never gives us a character with whom we can identify. We would like to see someone occasionally in the morass she creates who is able to love and provide a contrast to the malignity of those twisted humans who people her books.

But it is easier to mention what is positive: the acuity of her perceptions, her brilliant mastery of the language, her ability to move effortlessly between the male and female voice, and her frightening ability to tell us what America is like.

We are, after all, a society in which the right to own a handgun seems more important than the need to save lives, one in which violence is celebrated on television and in movies and in which a gift of love is a certified perfect diamond.

It is important to remember that Miss Oates is not among those who celebrate violence. She writes about it, but she decries it and the society in which the perversion of love has made it possible.

* Reprinted by permission from the Kansas City STAR-TIMES, Kansas City, MO

INTERNSHIP PROGRAMS FOR WOMEN

By Kathryn Mulligan
Reviewed by Toni Hall

As a result of an internship, women have become school superintendents, construction workers and mid-managers in business. Internships have helped women reenter the labor market, run for political office, combine family and career responsibilities and perform more effectively as volunteers.

Internship Programs for Women by Kathryn Mulligan was developed to help women who want to participate in an internship and those who want to set up a program. Women looking for an internship will find information, including requirements, program activities and fees, on over 40 programs. For professionals in women's programs and experiential education, there is information on evaluation results and issues in program development such as recruitment and selection, program design and funding.

The publication was supported by the Ford Foundation and is available for $3.00 from the National Society for Internships and Experiential Education, 1735 Eye Street, N.W., Suite 601, Washington, D.C. 20006.

RECONSTRUCTING APHRA:
A Social Biography of Aphra Behn
By Angeline Goreau
(330 pages; Dial Press; $14.95)

Reviewed by Katherine Kindscher *

If Aphra Behn had not existed, we would have had to invent her.

One of literature's lost women, she was a professional writer in the 17th century, an age that considered it scandalous for any woman to publish. By doing so, she declared her right to autonomy and to learn her own living. The price of her achievements was great. She surrendered respectability, comfort, approval and perhaps even love.

Angeline Goreau wrote "Reconstructing Aphra" on a grant from the National Endowment for the Humanities. She spent three and a half years doing research at the British Museum and the Bodleian Library in Oxford.

Her work patches together the shadowy aspects of Mrs. Behn's life. Its emphasis is the sharp contrast between the extraordinary life Mrs. Behn chose and the conventional lives of most women of that time.

Time has enhanced our perceptions of the 17th century. In fact, life then was grueling and the labor back-breaking. Women's lives were governed by a strict double standard. The best a woman could hope for was a comfortable marriage. Marriages were often arranged by the parents as a matter of economics. One married within one's class and a woman's dowry was her fortune.

An unmarried woman's lot was bleak. The respectable professions were governess, spinner and servant. All paid less than survival rates.

Whether single or married, women clung to their respectability, and those who didn't were ostracized.

Men, on the other hand, caroused freely and to fill that need (as well as some women's desire for a good income) prostitution flourished.

Aphra Behn was born in 1640, just 34 years after Shakespeare's death. Details of her early life are sketchy, but it is known that in her early 20's she went to Surinam. There she met the enslaved black prince she later wrote about in her novel "Oroonoko," one of the first literary attacks on slavery in the English language.

She also met William Scott, the spy who became her lover. Although their relationship began in Surinam, she later encountered him in Antwerp, while she was on a spying mission for King Charles II.

Her association with the monarch appears to have been one-sided. She supplied the information--and he neglected to reimburse her expenses. To support herself while spying, Mrs. Behn pawned her personal possessions. When that money ran out she borrowed passage to Britain. There she was put into debtor's prison for non-payment of the loan.

Upon release, she commenced her professional writing career, which gave her more notoriety than the spying. No women of her time wrote under their own names and the few who used pseudonyms were considered immodest and eccentric.

Her first play was produced because of the novelty of her sex. The "audacity" of writing under her own name led to several accusations, including plagarism, being "unfeminine" and immodesty.

Such opposition did not stop her, however. She wrote and produced 17 plays in 17 years. Her work frequently focused on the restrictions society placed on women. One play, "The Rover", was performed in New York last year.

She wrote 13 novels long before Henry Fielding and Samuel Richardson were born. This was also 30 years before Daniel Defoe wrote "Robinson Crusoe," generally cited as the first English novel.

Her poetry is not difficult reading to the 20th century reader and it bears well under comparison with that of her contemporaries.

Biographer Angeline Goreau does an excellent job of giving pertinent excerpts from the works of Mrs. Behn and others. She is not afraid to admit that some questions (such as who was her husband?) cannot be answered.

If Aphra Behn were a product of the 20th century her achievements would be considered noteworthy. In the 17th century these same accomplishments were simply notorious.

Unread because she was "immodest," her life and work denegrated by literary historians, Aphra Behn was lost to literature for two centuries. The sheer force of her achievements--both through the course of her life and through literature--is ample reason for her return to prominence.

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WOMEN IN HIGHER EDUCATION ADMINISTRATION: A BOOK OF READINGS

Edited by Margaret C. Berry
Reviewed by Jo-Ann Terry

This book is an excellent collection of articles of women administrators in higher education. These articles had all been published in past issues of the NAWDAC journal, but having them in one volume is very handy for anyone doing research or wishing to read a variety of viewpoints on this topic.

The articles range from Sylvia-Lee Tibbets' "Why Don't Women Aspire to Leadership Positions in Education?" to Marian Lief Palley's "Women as Academic Administrators in the Age of Affirmative Action," and JoAnn Fley's "The Time to be Properly Vicious."

Most of the data used in the articles were recent and some of the articles had excellent bibliographies which could lead one to additional sources of data and research. I found the articles as well as these additional references to be very helpful as I was writing a recent paper on "The Role, Status, and Power of Women in Higher Education."

In addition, when articles also published in NAWDAC journals were referred to but not included in this volume, I found the NAWDAC staff in Washington very willing to help track down these additional articles, copy and mail them to me. Since this was very helpful in completing my paper, I want to publicly thank them for their support. I must confess that other women researchers (unfortunately the majority of those I also contacted) either never responded to my requests or sent little that was helpful. This experience will certainly keep me mindful to respond on a timely basis and with as much data as possible when I receive similar requests.

I recommend this volume as a readable collection of articles. While some of the articles are more helpful than others, overall the book is an excellent resource.

(Note: The other MOST helpful person and office assisting in my research was Carol Eliason in the AACJC Opportunities for Women Office. Carol sent me many articles, leads on other relevant materials, and her own research--all of which was very helpful.)

VOICES FOR WOMEN

The following report on "Voices for Women," the 1980 Report of the President's Advisory Committee for Women, appeared in The Kansas City Star February 27, 1981. The full report can be obtained from the Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402.

THE PUBLIC WOMAN
-an editorial

Maybe it only seems like it, but America is being studied to death. You could probably prove both sides of nearly any argument if you could just get your hands on the proper report. Nonetheless, a new look at the role of American women is interesting, if not the final word on what the public expects of the majority segment of its population.

"Today's American Woman: How the Public Sees Her," is a study prepared for the president's Advisory Committee for Women by Public Agenda Foundation, an organization founded by pollster Daniel Yankelovich and former Secretary of State Cyrus Vance. The public feels more comfortable accepting women as equal to men in areas of job, pay and responsibility than it did only four years ago, according to the study.

Four years ago Americans indicated that if women worked, they belonged in such jobs as nurses, secretaries, hair dressers or sales clerks. Last year pollsters found unqualified acceptance by husbands of working wives and overwhelming support for women in public life. The study showed the public to be aware of practical problems--Americans believe there are more advantages to being a man--and a double standard of handling roles as paycheck earner and pillar of the family in the home remains. Problems include stress on family life, stress from carrying a double load and difficulties in redefining relationships with men. Positive changes include the availability of more and better day-care facilities for children; the public belief that husbands and wives should share financial decision-making as well as household and parenting chores. The public no longer defines housework as women's work, according to the study. It compared views in the 1930's when the vast majority of Americans said they would not vote for a qualified woman nominated for president. Three-fourths of the public now say they would vote for a woman.

The translation of the findings of this or any other study into a pragmatic tool is mostly psychological. It is a way of keeping the issue alive and perhaps of inducing folks who pay slight attention to the subject to reflect on their own attitudes and actions. It is a boost to women who are carrying the double load of outside career and homemaker to know that many people understand the burden and are willing to support changes. It may be overly optimistic in predicating a drastic improvement in public perception on the strength of one poll, but it is at least an indication that women's roles are no longer ignored. Women's problems are everyone's problems.

FOUR WOMEN

By Linda West

1.
Spring came
wandering in,
Blushing profusely
and clutching
her old
dried breast.
It was late,
late April.
The faux pas
of the year-
She'd missed
her cue.

Spring came
wandering in,
The sweet old
April fool,
floral bright
and wearing
withered weeds in
her brittle
grey hair.

Her twittering
laughter
hid a
stumbling heart,
hid a
young girl's heart,
wrapped
in a wrinkled
flesh.

The birds
sang softly
and
Spring came
wandering in.

2.
Summer came striding,
tumbling,
dancing,
falling in,

Laughing naughtily
and peering
deliciously
from beneath
half-lidded eyes.
It was suddenly June.
The girl-child
burst into
the year-
An unexpected
birth.

Summer came
striding in,
a hot-blooded nymphet,
her lips
wetly red
like the spurting blood
of pomegranite
flesh,

Her sheer
dress was
sea-stained
and
grains of
sand
clung like lovers
to the hem.

The sea
kissed her
ankles
and
Summer came
striding in.

3.
Autumn came
drifting in,
Autumn girl-
Solemn girl-
golden eyes
like
maple leaves
turning.
She is death's
hand-maiden,
knowing that
her saffron
colors, her blood-warm
colors,
whisper
winter's coming.

Autumn came
drifting in,
Bringing
with her
nights of
Indian summer
and days
like dreams
and
whispered words,
delicious days
that leave
their flavors
lingering.
She bares the trees,
reaping their leaves
one by one by one.

The leaves
fluttered
downward
and Autumn came
drifting in.

4.
Winter came
gliding in,
sliding in
on diamond
skates
that cut
men's souls
away.
It was still
November-
but no one
criticizes
winter.

Winter came
gliding in,
Hoarfrost feathers
and ice-wrought
pearls
wreathed her
glimmering
hair.
Her
crystalline eyes
were siren's
eyes
that beckoned
men's souls
into
their shimmering
depths,

Into
their mirrored
depths,
Into
a mirrored death
that swept
their dreams away.

The snow
demons danced
about her
and
Winter came
gliding in.

HOW I BECAME A MOTHER SPARROW

By Linda Kilarski

"Look Mom, look, a baby sparrow! It's so little and helpless and it just fell from its nest. Oh please, please, can't we keep it?"

It was a beautiful spring day and my daughter Jody had just come into the kitchen. Her little hands were cupped, ever so carefully around a tiny, newly hatched sparrow, so tiny that its eyes were still closed.

I couldn't help feeling compassion for this little featherless creature, who looked so helpless and alone.

As I carefully took the sparrow from Jody's hands, I spotted a small brandy snifter on the counter which would make a perfect nest. I tore up some pieces of an old sheet to use for bedding and placed the little sparrow in his new nest.

Now, what do I feed this baby sparrow? Worms? No, not worms but "mush"! Mush? Yes, mush, a mush made of ground up dry dog food, a little corn meal and warm water. The directions said to mix together and feed through an eyedropper.

A neighbor boy let me read an article he had on the care and feeding of wild birds. From the article I read, "a baby bird will open its mouth for the mother when she taps on its beak." So tap, tap, tap, with the eyedropper and --"Open Sesame." That little mouth flew open and stayed that way until he was satisfied. Every two hours of daylight my new baby was lovingly fed and talked to. When night came he went to sleep until sunrise the next morning.

One day I realized that little sparrow had a voice. I looked inside his "home" and said, "Hello, there, anyone in?" Was I surprised to see this little head "spring" up from under the bedding with his mouth wide open. I heard, "peep, peep, peep." That was all I heard until the first eyedropper of food silenced him. Happy and contented, he went back to sleep.

His eyes opened after about a week and I thought, sometimes, he recognizes his new mother. Every day he seemed to become more alert and aware of my voice. All I had to do was say one word and there was "peep, peep, peep", throughout the house.

His two-hour eating pattern kept up for a few weeks. During this time a soft layer of down had finally covered that little sparrow's bald body. Soon feathers started growing out and he started to look like a real bird. As he grew, so did his voice.

Of course I had to name him and to me, the only name that fit was "Tweety Bird." Our little Tweety Bird was spoiled rotten. He would sleep, nestled at your shoulder and neck area, or in your lap. In plain talk, he just loved to be held.

Since Tweety was becoming a real bird, he needed to learn how to sit on a twig--right? Every mother bird knows that! My first finger substituted nicely as a twig, and soon Tweety was taking in all the sights.

As Tweety grew stronger, he fluttered his wings and made vague attempts to fly. As any mother bird knows, this means Tweety is ready for flying lessons, human style.

Tweety would sit on my finger and suddenly I would drop my hand a foot or so. No one had to tell him what those little wings are used for. In a couple of weeks he made his first solo flight, always returning to the safety of "Mother Sparrow's" finger.

Since Tweety could move around so well, he was moved into a nice bird cage.

Tweety was beginning to peck at the eyedropper when I fed him. That was a sign for me to let him eat on his own. I placed a small amount of mush in a jar lid, placing it carefully on the floor of the cage. As I watched Tweety, he hopped down and examined the lid and what was in it. After he decided it was okay, he started pecking at the mush. I was really pleased to see that he could make the adjustment. It did my heart good to see this little creature "growing up." Shortly after Tweety came to live with us, my husband Walt, had made the comment that he knew the bird wouldn't survive the first couple of weeks; he just couldn't. Fooled him, didn't I!

As any mother does, I watched with great pride as Tweety ate and flew around the house. Sometimes I think he thought he was an "eagle."

But as summer was in full swing, I knew the time was coming closer and closer to saying "Good-bye" to my baby Tweety bird. I knew he had to join the other sparrows outside where he belonged.

Every day I took Tweety's cage outside and put it in the tree so he would get used to being outside with other sparrows. Then one day, I opened the door of the cage. He flew to the door, stopped and looked around, then flew out and onto a twig. Tweety seemed to make himself right at home in that tree. In the late afternoon, he flew back into the cage and I brought him into the house once again. Then one day, the day I had dreaded, finally came. Tweety was free and would never come back to the cage. He stayed around our tree for a few days and then he was gone.

I've always had a soft spot for babies, but this baby - this tiny little bird would have surely died if left alone and without a "Mother's Love." That little sparrow had found its way into my heart.

Since that first Tweety Bird, I have raised two other sparrows. Now with every spring that comes, I wait for one of my kids to run in and say, "Look, Mom, look, a baby sparrow. Can we keep it, please?"

When you are a Mother Sparrow, spring has a special meaning.

A DAY AT THE BEACH

By Marianna Davison

Beauty always surrounds us but we sometimes take it for granted. Children never take anything for granted. They learn through books, school and their surroundings; but more importantly they learn from experience and exposure.

I can recall so clearly the summer that our children went to the beach for the first time. Their first sight of that huge never-ending ocean, the marvelous sounds of the waves hitting the shore, and the smell of salt air was overwhelming. They stood in the warmth of the sun in awe, just absorbing all the wonder around them. Throughout the day came shrieks of sheer delight as they ran from waves and built sand castles.

Sitting back and being an observer was like a re-awakening. Not to take all this beauty for granted made me feel like a child again. Oh! to be able to keep that unique quality these small people have for enjoying everyday simplicity - to see the world through children's eyes.

SELF DISCOVERY

By Karen Holmes

I was 27 years old when I opened my eyes to see that the sum total of my life was a lot of broken and burned out love affairs, and enumerable poems saturated with self-pity and martyrdom. I was not strong enough to commit suicide (although my flair for the melodramatic really leaned heavily in favor of that idea). Instead, after convincing myself "the change" would do me good, I relocated to an area I was sure to be the "Land of Milk and Honey." Naturally, when one is as unstable as I was then, changing my geographical location did nothing to change my life. Wherever I went, I brought myself along. Therefore, three years later I was not surprised to find myself contemplating suicide once more. This time the pain finally outweighed the pleasure as I felt my first real thrill of self-awareness.

Willingness, I believe, is the key to self-awareness. There is not a psychiatrist, nor clergy, nor close friend who can find it for me. I was made willing by traveling a road leading nowhere, making the same mistakes over and over again, until I could no longer justify the outcome.

A long time ago I tended bar in a small neighborhood tavern. After being away from this particular bar for three years, I returned one afternoon to find the same patrons sitting on the same barstools. I studied these people for a few minutes. I listened to their conversations, which were modernized versions of the same conversations I had listened to three years prior, and I knew then that growth was something that came to people by choice. It is not something that comes with grey hair and age spots.

I am very aware today of my desire to "grow." I want to grow up, not just grow older. Maturity is something that has not come easy for me. I have been an incurable romantic, totally enmeshed in a fantasy world for a long time. I was a princess lying in a state of semi-consciousness waiting for Prince Charming to enter--bringing with him all the joy and happiness that life seemed void of all the time.

I have awakened the Sleeping Beauty in me to find that my goal in life is not to be half of a whole. All of my joy and happiness comes from within me today, leaving absolutely nothing to chance. The pain has taught me that to expect any outside source to fulfill my needs only leads to a life of futility and unhappiness. Becoming aware of this fact is the beginning of a new life for me.

Self discovery is an avocation for me today. I have chosen it for the pleasure I receive when I share it with others. I like myself today, and believe me that is a far cry from where I was four short years ago.

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